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ABSTRACT

This report identifies the universal and continuing purposes that have been generally accepted as the goals of public education in the nation. The document contains reviews of historical educational developments, landmark studies, and recent reports on the educational goals of other States, in an effort to develop longrange objectives for Texas public education. Funds for this research were provided by an ESEA Title III grant. (Author/RA)

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GOALS FOR PUBLIC EDUCATION IN TEXAS

A Report by the Subcommittee on Goals
to the
Governor's Committee on Public School Education

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December 1968

PREFACE

This document is a reproduction of the report of the Subcommittee on Goals of the Governor's Committee on Public School Education for the State of Texas. Permission to reproduce the report in its entirety was received from Mr. Glenn H. Ivy, Director of the Governor's Committee on Public School Education. The staff and participants of OPERATION PEP appreciatively acknowledge the courtesies extended by the State of Texas in allowing duplication of this report.

The participants of OPERATION PEP and other California educators will appreciate the diligence that was exercised during analysis for it contributed to the development of a product which will do much to clarify and sharpen the focus of educational goals. The document outlines the historical evolution of educational goals and should prove to be a valuable management reference. It will provide valuable reference information for those educational planners and managers who are required to specify educational objectives in verifiable performance terms.

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INTRODUCTION

The purpose of this report is to identify "the universal and continuing purposes" which have been generally accepted as the "Goals of Public Education" in our State and Nation. A review of the historical developments, of the "landmark" studies, of recent reports from other states and of official expressions in Texas indicates certain broad areas of agreement on educational goals. The terminology and mode of expression varies from one study to the next, categories change and emphasis shifts, but the identifiable basic goals remain much the same.

An attached Bibliography lists the sources consulted in this study, and the charts in the Appendixes to this report summarize statements of goals from the sources utilized. The exercise of some selectivity was unavoidable, but an effort has been made to include most of the more important national studies and developments, all of the official expressions on goals by Texas authorities and representative reports from other states.

The Problem of Definitions

The term "goal" applies to an abstract concept about which there is considerable confusion. "Goal" is often used interchangeably with words such as purpose, aim, and objective in educational studies, and dictionary definitions are not very helpful. For purposes of clarity, some arbitrary distinctions will be made in this report:

"Goal" means a universal, continuing purpose.

"Objective" means a target with temporal limitations and definable parameters.

Using these definitions, for example, we might refer to the "goal of vocational competence" and the "objective of teaching secretarial skills." Thus the goal would be continuing but the objective might change with labor market requirements. Our purpose will be to identify the enduring goals first, and then--in a later report--spell out operational objectives for implementing the goals over a given period of time.

PERSISTENT GOALS OF EDUCATION

The universal and continuing goals for public education may be grouped under six broad headings: (1) Intellectual Discipline, (2) Economic Independence and Vocational Opportunity, (3) Citizenship and Civic Responsibility, (4) Social Development and Human Relationships, (5) Morals and Ethical Character, and (6) The Objectives of Self-Realization.

Intellectual Discipline

From the first there has been a strong commitment to the "...ideal of intellectual discipline." The debate usually centers around how this ideal is to be achieved. In the Latin grammar school, the academies, and the early secondary schools, it was to be achieved through "...mind training," usually in the classics and mathematics. A restricted concept of the "ideal of intellectual discipline" reached a peak in the report of The Committee of Ten[1] (1893). In prescribing a rigorous in-depth study of a few subjects by all secondary students, the Committee was assuming "...as valid the doctrine that the mind is possessed of general powers--memory, imagination, reason, and the like--which when trained by appropriate material, will function better thereafter in all situations calling for their exercise."[2]

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[1]Outstanding among several early national committees on education was The Committee of Ten, headed by President Charles W. Eliot of Harvard University, which studied the problems of aims and programs of secondary education and published its report in 1893.

[2]V. T. Thayer, Formative Ideas in American Education (New York: Dodd, Mead and Company, 1965), p. 150.

The Commission on Reorganization of Secondary Education[3] (1918) listed the "command of fundamental processes" as one of the "Seven Cardinal Objectives of Education,"[4] and the Education Policies Commission in the classic work on "Purposes of Education in American Democracy"[5] (1938), included such objectives as speech, reading, the inquiring mind, writing, numbers, intellectual interests, etc., as fundamental to an educated person.

More recently, the "ideal of intellectual discipline" was included among the "Ten Imperative Needs of Youth,"[6] and was central to a discussion of goals related to the National Education Association Project in Instruction,[7] which stated that: "...identification of the essential objectives of the school program must be premised on a recognition that education is a process of changing behavior and that a changing society requires that its members

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[3]The Commission on Reorganization of Secondary Education, appointed in 1912 by the National Education Association, affirmed the idea that secondary education must aim at nothing less than complete and worthy living for all youth.

[4]M. L. Goetting, Methods of Teaching in the Secondary School (New Jersey: Prentice-Hall, Inc., 1952), pp. 102-103.

[5]Educational Policies Commission, Policies for Education in American Democracy (Washington, D. C.: National Education Association, 1946).

[6]In 1944 the Educational Policies Commission of the National Education Association issued a definite statement concerning the most imperative educational needs of youth in America which the school should seek to satisfy.

Robert W. Richey, Planning for Teaching (New York: McGraw-Hill, 1968), p. 476.

[7]Authorized in 1959, the National Committee of the National Education Association Project on Instruction was commissioned as a means of providing guidance in a time of rapid change for schools. The Project on Instruction is one of several major efforts sponsored by the National Education Association in this century to upgrade the quality of American education.

National Education Association Project on Instruction, Deciding What to Teach (Washington, D. C.: McGraw-Hill, 1963), p. 92.

acquire the capacity for self-teaching and self-adaptation. Therefore, priorities in educational objectives need to be placed upon such ends as:

(1) Learning how to learn, how to attack new problems, how to acquire new knowledge;

(2) Using rational processes and developing an abiding interest in learning;

(3) Exploring values in new experiences;

(4) Understanding concepts and generalizations;

(5) Competence in basic skills."

Comprehensive statements on intellectual discipline as a goal of public education are gaining significance among recent statements of goals by various state commissions and legislative bodies. The Texas Conference on Education[8] in 1955 emphasized the importance of developing "the power to think constructively and critically, and to solve problems."[9]

The ten goals for quality education recommended by the Citizens Committee on Education in Pennsylvania in 1965 emphasized, in addition to the mastery of basic skills, "developing a positive attitude toward school and toward the learning process" as a function of the school.[10] The Committee further proposed as a goal for quality education in Pennsylvania that every child should be helped "to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities,

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[8]The Texas Conference on Education called in conjunction with the White House Conference on Education of 1955, addressed itself to the subject of educational goals.

[9]Conference Steering Committee, Final Summary Report, 1955 Texas Conference on Education (Austin: 1955).

[10]Educational Testing Service, A Plan for Evaluating the Quality of Educational Programs in Pennsylvania (Princeton: 1965).

and the arts."

Oregon's Education Improvement Advisory Commission included, with an educational aim of developing "...respect for intellectual achievement," the necessity to "...develop the ability to reason, capacity and motivation for self-instruction, and effective means for self-evaluation."[11]

The fact that the school is almost singularly responsible for the intellectual development of the child accounts for the fact that the concept of "intellectual discipline" has been and will continue to be a fundamental goal of public education.

Economic Independence and Vocational Opportunity

Benjamin Franklin desired that the academies provide a more practical education than was offered in the classical Latin grammar school. He was not to see this dream come true. Franklin was "...keenly disappointed, depressed, and angry at the dragging of feet and sabotage of the new idea by the classical conservatives."[12]

Although vocational training was introduced into the academies and the early high school, it did not become respectable until after the Morrill Act (1862). With this act and with the Smith-Hughes Act, vocational education did gain some respect as a goal of public education. Since the turn of the century, most commissions on goals for education include some attention to vocations.

The Douglas Commission[13] took note of "...the need for skilled workmen

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[11]Oregon State Department of Education, Programmed Learning Conference Report (Salem: 1964).

[12]Leonard Clark, Raymond Klein, and John Burks, The American Secondary School Curriculum (New York: The MacMillan Company, 1965), pp. 11-12.

[13]In 1905 Governor Douglas of Massachusetts appointed a commission to consider the appropriateness of a state-wide system of vocational education.

and greater industrial intelligence, and that this need had to be met through public expense."[14] The Commission on Reorganization of Secondary Education concluded that "...vocational guidance is essential," and that "...vocational education should equip the individual to secure a livelihood for himself and those dependent on him" as one of the "Seven Cardinal Objectives."[15]

An "...interrelationship between vocational and general education" was urged by the American Youth Commission[16] (1936). A number of "Objectives of Economic Efficiency" were proposed by the Educational Policies Commission statement on "The Purposes of Education in American Democracy"[17] (1930). Both the NEA Study on Instruction[18] (1965) and the AASA Study on Imperatives[19] (1966) include goals related to "...the world of work."

The major difference among the more recent statements of vocational goals by various states relates to the approach the public schools should

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[14]Grant Venn, Man, Education, and Work (Washington, D. C.: American Council on Education, 1964), p. 55.

[15]Goetting, p. 102.

[16]The American Youth Commission was appointed by the American Council on Education to review the equality of educational opportunity for all American youth.

Thayer, p. 296.

[17]Educational Policies Commission.

[18]National Education Association Project on Instruction, p. 96.

[19]In the spring of 1964 AASA President J. Win Payne appointed a special commission and charged it with responsibility for identifying and stating in clear and concise fashion major educational imperatives that must be at the forefront as curriculums are modified, instructional methods revised, and organizational patterns reshaped to meet the educational needs of this country in one of its most dynamic periods.

Imperatives in Education (Washington, D. C.: American Association of School Administrators, 1966), pp. 20-41.

take toward vocational education. Some emphasize vocational guidance, others would have the schools help develop an appreciation of the dignity of work, and others would stress economic understandings and "the uses of the world of work to get the blessings of life."

The delegates to the Texas Conference on Education charged that Texas schools should "assist each youth in his efforts to make a place for himself in the community."[20] Specifically, they point to the need for "vocational education" and "vocational counseling and guidance" as a means of achieving this goal.

The Citizens Committee of Pennsylvania expressed the idea that all children should have the "opportunity and encouragement to be creative in one or more fields of endeavor," and that every child should "understand the opportunities open to him for preparing himself for a productive life."[21]

The Governor's Educational Improvement Advisory Commission of Oregon listed among four statements the need to "develop necessary skills for vocational, social, and economic competence."[22]

Citizenship and Civic Responsibility

Developing responsible citizenship has received major emphasis in over ninety percent of the statements made concerning goals for public schools in the United States. Generally, citizenship goals are written in specific language, and in some instances, such as the NEA Fifth Yearbook on "Aims in Education," it is the dominant theme of a system of goals.

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[20]Conference Steering Committee.

[21]Educational Testing Service.

[22]Oregon State Department of Education.

> The common or ultimate purpose of American education is the development of the kind of citizenship that will guarantee both the preservation and the promotion of the common welfare.[23]

Although not always directly stated, most states recognize the responsibility of the public schools to help maintain our democratic heritage through an effective and positive program of citizenship education. Some states such as Pennsylvania see the goal of the school as helping students "acquire true attitudes associated with responsible citizenship."[24] Others, including Oregon, would have the school help the young to "develop a civic and social conscience."[25] In Massachusetts the emphasis reflected in recent goals is upon understanding government and "using the political processes."[26] In Texas, as in most states, the schools are simply charged with the responsibility to "provide citizenship education."[27]

Social Development and Human Relationships

Social goals were not inserted in the written aims of education directly until 1918 when they were included among the "Seven Cardinal Objectives of Education."[28] They received their greatest emphasis from such organizations

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[23]Edgar W. Knight, Twenty Centuries of Education (New York: Ginn and Company, 1940), pp. 394-395.

[24]Educational Testing Service.

[25]Oregon State Department of Education.

[26]Report of the Special Commission Established to Make an Investigation Relative to Improving and Extending Educational Facilities in the Commonwealth (Boston: Wright and Potter Printing Company, 1965).

[27]Conference Steering Committee.

[28]Goetting, pp. 102-103.

as the Progressive Education Association as a vehicle in the education of the child. Current social problems coming from population increases, interdependence of nations, urbanization, etc., have caused greater interest in the school as a major influence in the socialization process. Although there continues to be a serious discussion as to how they will be accomplished, most citizens recognize social objectives in one form or another as at least one of the shared responsibilities of the school, if not a major responsibility.

The concept of social development, as a major goal of education, is increasing in emphasis as reflected in recent state study reports across the nation.

In Pennsylvania the social goals emphasize the need for young people to appreciate other cultures.

> Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.[29]

An emphasis on effective family membership is included among the social goals written for Maryland.[30]

Massachusetts would have the public schools instill a knowledge of the "social and cultural heritage." Similarly, Oregon would emphasize that young people "gain the accumulated culture and knowledge of man."[31]

Regardless of the variety of emphasis given to social goals, most states,

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[29]Educational Testing Service.

[30]Public Secondary Education in Maryland: The Report of the State Committee to Study the Maryland Public Secondary Schools (Baltimore, Maryland: Maryland Department of Education, 1961).

[31]Oregon State Department of Education.

including Texas, would have their youth obtain "acceptable social skills."[32]

Morals and Ethical Character

During the classical period of education in the United States, moral and ethical instruction was emphasized through religious training. With the beginning of the movement to establish the high school, a broader meaning to the moral and ethical objectives began to develop. Emphasis was given to developing disciplined ways of "...thinking, feeling, and acting, that is a common morality to function as a unifying influence in change."[33]

Some mention of the responsibility of the school in providing for moral and ethical values is included in all major statements of national goals for education. Among the most recent is the statement by the Commission on Imperatives in Education, 1966, "...to strengthen the moral fabric of society."[34] They include among the nine imperatives this basic statement on moral values:

> The basic values which undergird the American way of life and which have guided the actions of people for centuries are being put to a severe test in an era of rapid technological change, social readjustment, and population expansion. The results of this test are most visible where they apply to children and youth. If the schools are to be successful in helping young people develop values that will give them a sense of direction--
>
> The dignity of each individual must be recognized and enhanced through the instructional program and the organization and operation of the school.
>
> High priority in the instructional program must

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[32]Conference Steering Committee.

[33]Thayer, p. 118.

[34]Imperatives in Education, pp. 51-68.

be given to the development of moral, spiritual, and ethical values.

Every child must be led to fully understand that freedom and responsibility go hand in hand.

All pupils must acquire a sense of values that will enable them to make intelligent decisions between right and wrong.

Commitment to common purposes above and beyond immediate selfish interests must be developed.

The true meaning of fair play, personal honor, and social justice must be exemplified in every facet of the school's operation.

Members of The Texas Conference on Education emphasized the shared responsibility of the school to provide for moral development in recommending that the public schools of Texas "assist in the development of moral and spiritual values."[35] More specifically, members concluded that the schools of Texas should "provide experiences for children and youth from which they learn self-direction and responsibility for their behavior."

Other states include among the goals for education statements such as "develop effective values, ethical and moral integrity," (Oregon);[36] and "develop moral, ethical, and spiritual values," (Maryland).[37] Although not emphasized with equal directness, most states recognize, among more recent goals for education, a reasonable share of the responsibility for the development of high standards of moral and ethical character among the young people they serve.

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[35]Conference Steering Committee.

[36]Oregon State Department of Education

[37]Public Secondary Education in Maryland: The Report of the State Committee to Study the Maryland Public Secondary Schools.

The Objectives of Self-Realization

The Educational Policies Commission in writing "The Purposes of Education in American Democracy," (1938) listed a number of objectives concerned with the "unfolding self."[38] Included among these were the basic skills in speech, reading, writing and calculating. Attention was also given to such objectives as "assuming responsibility for self-direction in life, for aesthetic and intellectual interest, and for health, recreation and the worthy use of leisure time."

Such objectives have been included in various ways beginning as early as 1927 when the Fifth Yearbook of the National Education Association recognized an "adequate evaluation of self" among the important goals for public education.[39] From this time, some mention of objectives in health and physical development, worthy use of leisure, personality development, and aesthetic appreciation are included among most goals written for public school education.

More recently, there has been an emphasis on the emotional and psychological needs of young people. This has developed from an increasing awareness of the need for people to "deal constructively with psychological tension."[40] Much of what is included in learning to live in a modern technological society is indirectly tied to the ability of the individual to adapt to frequent changes of some consequence and to maintain proper "balance" and "perspective."

The influence of modern psychology, the problems of dealing with

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[38] Educational Policies Commission.

[39] Knight, p. 395.

[40] Imperatives in Education, p. 169.

population masses, and the increasing amount of leisure time have caused greater acceptance of the concept of self-realization among the states.

Goals in Pennsylvania emphasize that the individual gains an understanding of himself and an appreciation of his worthiness as a member of society.[41]

Maryland and Oregon mention sound mental and physical health and the development of aesthetic values among the statement of goals written for the public schools.[42]

Self-knowledge and developing talent and capabilities are considered worthy of emphasis in the goals written for public schools in Massachusetts.[43]

The objectives included among the broader goal of "Self-Realization" will continue to exert an increasing influence upon the activities to be included among the program of the public schools.

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[41]Educational Testing Service.

[42]Public Secondary Education in Maryland: The Report of the State Committee to Study the Maryland Public Secondary Schools.

Oregon State Department of Education.

[43]Report of the Special Commission Established to Make an Investigation Relative to Improving and Extending Education Facilities in the Commonwealth.

PERSISTENT GOALS AND PROJECTED CHANGE

In measuring the utility for the future of the Educational Goals established in the past, some projections of what the future may hold must be made. A pair of major conferences conducted during the Summer of 1966 were aimed specifically at (1) forecasting the shape of our society in the year 1980 and (2) identifying current developments in education and related fields which are likely to be implemented in the foreseeable future.

The first conference, conducted in Denver, Colorado as part of a joint research project of eight western states, had as its theme, "Prospective Changes in Society by 1980." A distinguished group of scholars, practitioners, researchers and business analysts prepared position papers forecasting these general trends:

(1) Growing automation will be accompanied by rising requirements in technical competence in the working force, shortening work periods and increasing leisure time;

(2) Increasing urbanization and the accompanying problems of waste disposal, transportation, housing and racial unrest; increasing psychological tensions and political irresponsibility;

(3) Vastly improved systems of communication and information storage and retrieval;

(4) Dramatic breakthroughs in biological science; and

(5) Equally dramatic breakdowns in traditional religious, ethical and moral concepts.

A second conference sponsored by the American Management Association met in New York in August of 1966 to consider the theme, "Educational Realities." The assignment of a distinguished group of speakers at that meeting was to

project known developments into the immediate future. An official of the Federal Communications Commission summarized some of the projections:

> In our next decade every institution of higher education deserving of the name will have equipped every dormitory room with a technology complex for every student, where teaching machines, audio devices, television and other instructional aids will permit him to retrieve library information in a twinkling, to review class lectures, to participate in a discussion, to drill with memory materials, to test, to analyze, to think and learn more quickly, effectively and efficiently than he is now doing. And an educational administrator who wishes to do more than peek over the transom into the next decade will do his best to see to it that every pupil in his elementary and secondary schools will have access to the same devices in special learning laboratories.[44] (Italics added.)

To some extent, the present is always a blending of the past and the future in public education. Because of the wide degree of local autonomy and the variance in local resources among school districts in Texas, some schools are not far removed in concept and practice from those of decades past. Others are already launched into space-age programs utilizing an impressive array of new techniques and technological tools.

Clearly, these innovations in subject matter, technology and technique are altering some of the traditional concepts of education, challenging what has been called the 2 X 4 X 6 limitations: two covers of a book, four walls of a classroom, and six periods of a school day. But there is as yet no evidence that these innovations alter the basic goals of public education.

Mr. John W. Gardner, Secretary of the Department of Health, Education and Welfare, told the American Management Association Conference on

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[44]Robert Hilliard, Ph.D., "Broadcast Communications: Past, Present and Future," American Management Association Conference on "Educational Realities," New York, N.Y., 1966. (Mimeographed.)

Educational Realities:

> I believe that the goals of education today should be pretty much as they have always been. I would say first of all that the great objective of education is to teach young people to use their minds effectively. . . . These younsters, each of them, has a marvelous instrument at his disposal, that he's got to learn how to use. If he does learn to use it, to judge well, to exercise his critical capacities, his capacity for reasoning, his curiosity, he opens up a world that will never close. . . .
>
> We also need to teach (young Americans) all the things that individuals need to know to function competently in a society, to be citizens, to earn their living, to be competent. We can't be free and incompetent. . . .
>
> Another goal of education, I would hope, is to share with the family . . . the task of giving the youngsters some understanding of the shared values that hold the society together. Because no society is without such shared values. The difference between a crowd and a society is that the society shares some values. We share some views about freedom, about the dignity of the individual which we want to pass on to our young people.[45]

Although the basic goals, the "universal purposes," of public education do appear to persist over time, the intermediate objectives and the means for attaining them will certainly change. And the relative degree of emphasis on each of the broad goals will also vary. In devising a long-range plan for public education in Texas, an attempt will be made to chart the intermediate objectives, the means, and the relative emphasis needed to implement the basic goals.

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[45]John Gardner, "Education for What," A filmed interview. American Management Association Conference on "Educational Realities," New York, N.Y., 1966. (Mimeographed.)

SUGGESTED GOALS FOR PUBLIC EDUCATION IN TEXAS

Public education should help each individual to develop to the maximum of his capacity, and to function as a responsible member of a viable, democratic society. Public Education in Texas should help each individual to achieve:

(1) Intellectual Discipline. The schools should:

- Provide all children with knowledge of the traditionally accepted fundamentals, such as reading, writing and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history and English as they progress through the upper grades.

- Help each child to develop the power to think constructively, to solve problems, to reason independently, and to accept responsibility for self-evaluation and continuing self-instruction.

- Help each child gain access to the accumulated culture and knowledge of man.

(2) Economic and Vocational Competence. The public schools should:

- Help all students understand how to function effectively in the American economic system.

- Provide every student with usable vocational skills which will equip him to find employment in the event he finds it impracticable to continue his education.

- Offer guidance and counseling to help every student decide what he should do upon completion of high school.

(3) Citizenship and Civic Responsibility. The public schools should:

- Provide for all children citizenship education opportunities and experiences which emphasize the American heritage and the responsibilities

and privileges of citizenship.

- Help equip each child for intelligent participation in the democratic processes through which this country is governed.

- Teach each child to understand the relationship between the United States and other nations of the world.

(4) Competence in Human and Social Relations. The public schools should:

- Assist each child in his efforts to make a place for himself in the community and to the larger society of the state and nation.

- Help to develop in all children a respect for the rights of others as individuals and as groups, and to understand the requirements that a viable society demands of the individual.

(5) Moral and Ethical Values. The public schools should:

- Assist in the development of moral and spiritual values, ethical standards of conduct, and basic integrity.

(6) Self-Realization and Mental and Physical Health. The public schools should:

- Provide educational programs which take into account individual differences.

- Help each child attain the optimum growth and development within his capacity.

- Help each child to attain and preserve physical and mental health, to develop a sense of aesthetic appreciation, and to deal constructively with the psychological tensions inherent in continuing change and adaptation.

These Goals for Public Education in Texas are tentatively recommended, pending further research and evaluation on the status and trends of public education in our State. They should serve as yardsticks for measuring the attainments of our educational system and targets for our long-range planning.

As the research progresses, the tentative goals should be elaborated, perhaps modified, and finally offered for public judgment and formal adoption. To implement these basic goals, specific objectives and means for attaining them will be determined and incorporated in a long-range plan for making Texas a leader in the field of public education.

APPENDIX A

THE PERSISTENT GOALS IN PUBLIC EDUCATION "HISTORICAL LANDMARKS"

	THE IDEAL OF INTELLECTUAL DISCIPLINE	ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY	CITIZENSHIP AND CIVIC RESPONSIBILITY	SOCIAL DEVELOPMENT AND HUMAN RELATIONSHIPS	MORALS AND ETHICAL CHARACTER	SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL NEEDS
1635 The Latin Grammar School	The classics and religion				Religious sects	
1751 The Academies	The classics, mathematics and mind training	Some attention to types of vocational instruction	Citizenship		Religious education	
1821 The First High School	Intellectual training	Sufficient tc insure economic independence	Performance of duties as a citizen; intelligent participation in government	Good servants of the people	Develop disciplined ways of thinking, feeling, acting: a common morality	
1846 Tenth Annual Report	A degree of education as will enable him to perform all social, civic and moral duties	To perform domestic duties	Perform all civic duties	Perform all social duties	Perform moral duties	

	THE IDEAL OF INTELLECTUAL DISCIPLINE	ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY	CITIZENSHIP AND CIVIC RESPONSIBILITY	SOCIAL DEVELOPMENT AND HUMAN RELATIONSHIPS	MORALS AND ETHICAL CHARACTER	SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL NEEDS
1893 The Committee of Ten	No difference should be made in the program for those who plan to enter college and those who go directly into adult life					
1918 The Commission on Reorganization of Secondary Education	Command of the fundamental processes: includes application	Vocation: equip the individual to secure a livelihood	Civic Education: act well his part as a member of neighborhood, town, state, nation, and understand international problems	Worthy home membership; health; worthy use of leisure time	Ethical character: responsibility, initiative, spirit of service	
1927 The NEA Fifth Yearbook on Aims in Education in the United States	Understand and appreciate the world of nature; a concept of self		Appreciation of the force of law that is operating universally	Understanding and an appreciation of organized society	Appreciation of the force of love that is operating universally	An understanding and an adequate evaluation of the self
1934 Socio-Economic Goals of America	Mental security, skills and knowledges	Economic security; suitable occupation	Fair play and equality of opportunity	Fair play; flexible personality	Freedom: values and outlooks	Hereditary strength, physical security; an active flexible personality

	THE IDEAL OF INTELLECTUAL DISCIPLINE	ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY	CITIZENSHIP AND CIVIC RESPONSIBILITY	SOCIAL DEVELOPMENT AND HUMAN RELATIONSHIPS	MORALS AND ETHICAL CHARACTER	SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL NEEDS
1936 American Youth Commission	Urged an inter-relationship between vocational and general education; must be more intelligent	Emphasize adjustability; less emphasis on training for a specific operation and position	Service should be emphasized	Must be able to get along with people, work with them, direct them		
1938 The EPC on the Functions of Education in American Democracy	The inquiring mind, an appetite for learning, speak clearly, read efficiently, write effectively, solve problems; skilled in listening and observing	Gives responsible direction to his own life; good workmanship, has understanding of job opportunities, etc.	Social justice and understanding, tolerance, conservation, observes law, devotion to democratic ideals	Respect for humanity, cooperates, is courteous, appreciates home, enjoys friends		Protect his health, understand basic health facts: participates in recreation activities; appreciates beauty and proper use of leisure
1944 The Imperative Needs of Youth	Stimulate intellectual curiosity and cultivate the ability to think rationally	Equip him to enter an occupation suitable to his needs and abilities	Prepare him to assume the full responsibilities of American citizenship		An appreciation of the ethical values which undergird all life in a democratic society	Attain and preserve mental and physical health

	THE IDEAL OF INTELLECTUAL DISCIPLINE	ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY	CITIZENSHIP AND CIVIC RESPONSIBILITY	SOCIAL DEVELOPMENT AND HUMAN RELATIONSHIPS	MORALS AND ETHICAL CHARACTER	SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL NEEDS
1953 Mid-Century Committee on Outcomes in Elementary Education	Communication; quantitative relationship; the social world, the physical world			Social relations	Ethical behavior, standards, values	Physical development, health, and body care; individual social and emotional development; aesthetic development
1959 NEA Project on Instruction	Developing skills in communication and rational thought	Information about the world of work	Introducing the child to his cultural heritage in a systematic manner		Reinforcing moral and spiritual values	Developing aesthetic appreciation
1966 Commission on Imperatives in Education	Discover and nurture creative talent	To prepare for the world of work	Keep democracy working; make intelligent use of natural resources; make urban life rewarding and satisfying	Work with other people of the world for human betterment	Strengthen the moral fabric of society	Deal constructively with psychological tension; make the best use of leisure time

APPENDIX B

EXISTING GOALS FOR PUBLIC EDUCATION IN TEXAS

	THE IDEAL OF INTELLECTUAL DISCIPLINE	ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY	CITIZENSHIP AND CIVIC RESPONSIBILITY	SOCIAL DEVELOPMENT AND HUMAN RELATIONSHIPS	MORALS AND ETHICAL CHARACTER	SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL NEEDS
In the Statutes	A general diffusion of knowledge		Promote the duties and responsibilities of good citizenship		The preservation of the liberties and rights of the people	
In the TEA Standards for Accreditation	Challenge the student to perform at the highest level of quality possible; develop all possible abilities to the highest extent; teach the student a respect for learning; encourage the child to think independently	Provide for realistic vocational guidance; teach the job and dignity of work well done; give the student occupational competency	Respect for public and private property	Work cooperatively in the home, school, community, state, and nation; establish habits that will contribute to the well-being of the individual and community		Meet the needs of each pupil; teach that self-respect comes from worthy achievement; provide a background for life in modern, industrial society

	THE IDEAL OF INTELLECTUAL DISCIPLINE	ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY	CITIZENSHIP AND CIVIC RESPONSIBILITY	SOCIAL DEVELOPMENT AND HUMAN RELATIONSHIPS	MORALS AND ETHICAL CHARACTER	SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL NEEDS
Texas Conference on Education	Knowledge of the fundamentals; develop the power to think	Specific training to do something; assist each to make a place in the community	Provide citizenship education	Acceptable social skills	Self-direction and responsibility for their own behavior; assist in moral and spiritual development	Provide for optimum growth and development within his capacity

APPENDIX C

EDUCATIONAL GOALS AS REFLECTED IN EDUCATION STATEMENTS OF CERTAIN STATES

	THE IDEAL OF INTELLECTUAL DISCIPLINE	ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY	CITIZENSHIP AND CIVIC RESPONSIBILITY	SOCIAL DEVELOPMENT AND HUMAN RELATIONSHIPS	MORALS AND ETHICAL CHARACTER	SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL NEEDS
Maryland	Develop academic competencies; acquire and use basic skills	Develop economic and vocational competence	Be an effective citizen	Be an effective family member; appreciate other cultures	Develop moral, ethical and spiritual values	Develop and maintain sound mental and physical health; use leisure time wisely; develop aesthetic values
Pennsylvania	Mastery of the basic skills; acquire a positive attitude toward the school and learning; appreciation of human achievement in science, social science, humanities and arts	Opportunity to be creative in one or more fields; preparation for productive life	Acquire the attitudes associated with responsible citizenship	Understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own		Understanding of himself and an appreciation of his worthiness as a member of society; acquire good health habits; emotional well-being
Massachusetts	Read, write and calculate with numbers; use communication channels	Understand the economy and use the world of work	Understand government and use the political processes	Know social and cultural heritage	Enjoyment of natural rights and the blessing of life	Developing talent and capacities; know himself; caring is a matter of self-respect and human dignity

	THE IDEAL OF INTELLECTUAL DISCIPLINE	ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY	CITIZENSHIP AND CIVIC RESPONSIBILITY	SOCIAL DEVELOPMENT AND HUMAN RELATIONSHIPS	MORALS AND ETHICAL CHARACTER	SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL NEEDS
Oregon	Develop ability to reason, capacity for self-instruction and evaluation; develop a respect for intellectual achievement	Develop skills for vocational and economic competence	Develop civic and social conscience	Gain the accumulated culture and knowledge of man	Develop effective values, ethical and moral integrity	Develop aesthetic discrimination; physical, mental and emotional health

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11. The Mid-Century Committee on Outcomes in Elementary Education, 1953
12. The National Education Association Project on Instruction, 1959
13. The American Association of School Administrator's Commission on Imperatives in Education, 1966

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3. House Concurrent Resolution 53 of the 52nd Legislature, 1951

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